INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES

2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Acadamia

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications		Lesson matches original description	Satisfactory	Criminal Background Checks	
Recruiting Materials		Instruction is clear	Satisfactory	Health/safety laws & regulations	
Academic Program		Time on task is appropriate	n/a Online provider	Financial viability	
Progress Reporting		Instructor is appropriately knowledgeable	n/a Online provider		
		Student/instructor ratio: n/a	n/a Online provider		

ACTION NEEDED: NONE

(As per the on-site monitoring overview document, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since Acadamia's document and compliance analysis was completed during the 2005-2006 school year, only an observation was completed for the 2006-2007 school year).

On-site Monitoring Rubric
OBSERVATION Components

NAME OF PROVIDER: Acadamia
SITE: www.acadamia.net
TUTOR'S INITIALS (ALL TUTORS OBSERVED): n/a
NUMBER OF LESSONS OBSERVED: 1

DATE: 1-22-07
REVIEWER: ST
TIME OF OBSERVATION: 12:40-1:30pm

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of "Satisfactory" (S) or "Unsatisfactory" (U) for each component. Providers receiving a "U" in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	S	U	REVIEWER COMMENTS
Lesson matches original description in provider application	S		Reviewer entered online tutoring lesson as a 4th grade student in need of assistance with reading. Online program prompted student to begin by completing a reading assessment. After the assessment was completed, the program generated lesson plans that focused on areas of deficiency (as determined by assessment results). In this case, after the reading assessment, lessons in the following deficiency areas were developed: 1) Comparing and contrasting, 2) Characterization, and 3) Story elements and setting. Each lesson began with a program prompt to review study materials on each area of deficiency for a duration that had to correspond to a preset minimum amount of review time. Once the review was completed, the student was able to begin practicing each reading skill/concept by completing practice tests. If a student met the minimum score on the practice test, the student was able to advance in the lesson to complete a mastery test on that skill/concept. Lastly, once a student mastered a skill/concept, the program prompted the student to complete an essay applying the skill/concept that was mastered. Observed online lesson matches original description in provider application.
Instruction is clear	S		Directions were easy to understand. Computer prompts guiding users to take the appropriate steps appeared when directions were not followed.
Time on task is appropriate	n/a	n/a	n/a - Online provider
Instructor is appropriately knowledgeable	n/a	n/a	n/a - Online provider
Student/instructor ratio: n/a	n/a	n/a	n/a - Online provider